The background of the slide is a spiral-bound notebook with a light beige, textured paper. The spiral binding is on the left side, with the metal wire visible. The text is centered on the page.

The unique and the universal in South Africa's development

Conventional, radical, and grassroots
expectations in past and present

Changing views on history

- 📄 English-imperial (imperialist, colonial)
- 📄 Settler (early nationalist)
- 📄 Afrikaner nationalist (republican, Afrikanerdom)
- 📄 Liberal (early / progressive / africanist)
- 📄 Radical (new school, revisionist, Marxist)
- 📄 Post structural (post-modern, post-colonial)
- 📄 Rainbowism (TRC-inspired, Mandelaism)
- 📄 New Patriotism (African Renaissance)

Lines of history

- 📄 Political history
- 📄 Economic history
- 📄 Social history
- 📄 Africanist history
- 📄 Peoples history
- 📄 Workers history
- 📄 Populist history
- 📄 History of women, feminist history

- 📄 Cultural history
- 📄 Localism
- 📄 Rural history
- 📄 Urban history
- 📄 Resistance, struggle or liberatory history
- 📄 Black history
- 📄 Africanisation (post-94)
- 📄 Applied history (post-94)

Angles in SA historical analyses

- ❏ **Correlations between race attitudes, class relations and culture.**
- ❏ **Rationalities of growth, economic dysfunctions and criteria of success.**
- ❏ **Transition from pre-capitalist to modern agriculture.**
- ❏ **Processes of industrialisation, urbanisation and proletarianization.**

- ❏ **Statutory, white, political domination. Official racial segregation in institutions, laws and procedures.**
- ❏ **Backgrounds for popular protest and other forms of social expressions.**
- ❏ **Identification of essential, underlying societal features (nation, gender, interests).**
- ❏ **Principal historical methods and bearings of theory (historiography).**
- ❏ **Foreign relations and international solidarity.**

White (nationalist/liberal) historical myths

- ☞ VOC had treated Khoisan peoples humanely
- ☞ White colonisation took place at the same time as African migration into SA
- ☞ Inner parts of South Africa were unpopulated
- ☞ Boers as innocent victims of aggressive wilds
- ☞ Cape liberalism meant equal opportunities
- ☞ African structures were unable to compete
- ☞ Afrikaner mentality developed on isolated frontier

Liberal modernisation theory

- ☞ Traditional life-expressions harmonised
- ☞ Active rational participation
- ☞ Position of status replaced by contracts
- ☞ Impersonal conditions of appointment
- ☞ Positions determined by contribution
- ☞ Anonymous power relations
- ☞ Financial and social mobility maximised and decided by individual skills
- ☞ Superstition and racial prejudices outdated

Liberal reasons for change

- 📄 Owners of capital want to realise their resources in a rational way.
- 📄 Manpower will have to be educated.
- 📄 Contacts between white and black workers will become more normalised.
- 📄 Race prejudice will be undermined.
- 📄 Living standards of whites threatened without liberalisation.
- 📄 The whites will decide for economic growth.

Conventional, radical, and grassroots
expectations

O'Dowds phase theory

Economy:

- 1. Phase: Pre-take-off, undeveloped infrastructure.**
- 2. Phase: First industrialisation stage, slow growth, high capital concentration. Bad living conditions.**
- 3. Phase: Second stage of industrialisation. Rapid growth.**
- 4. Phase: Third industrialisation stage. Slower growth, weight on research.**

Politics:

- 1. Phase: Political instability, irrationality, possibilities for revolution.**
- 2. Phase: Undemocratic and authoritarian regimes secures stability, people unsatisfied.**
- 3. Phase: Reform governments and growing, but limited democratisation.**
- 4. Phase: Steady development of modern welfare state.**

Liberal reservations to apartheid

- 📄 Jobreservation ignored qualifications
- 📄 Market price on labour was distorted
- 📄 Competitiveness and productivity were subordinated
- 📄 Influx control curbed mobility
- 📄 Ultra low wages reduced domestic market
- 📄 Closed administrative apparatus lead to misuse of resources

Radical view on apartheid (I)

- 📄 Mechanism for economic exploitation and labour control
- 📄 Functioned mostly as a rational system for the ruling classes
- 📄 Special kind of internal colonialism
- 📄 Whites kept their privileges through a class breaking alliance
- 📄 Forms of racial suppression changed in agreement with the needs of capital

“Bribes” for white workers

- 📄 Job colour bar reservations from before 1900
- 📄 “Civilized Labour Policy” of the Pact-government during the segregation period
- 📄 Labour market legislation: Industrial Conciliation Act
- 📄 White jobs in state production and korporasies
- 📄 High minimum wages, “Fair Wage Clause”, and “Satisfactory Labour Conditions” favoured skilled whites
- 📄 Selection of segregated firms for contracts and customs protection
- 📄 Mines and Works Act, separated job-market

Radical view on apartheid (II)


- ❏ Capitalist development and racial discrimination were complementary elements
- ❏ Afrikaner nationalism was created by Boer capital, white farmers, and labour aristocracy
- ❏ Economic development sustained white supremacy for a long time
- ❏ Lasting aversion against reforms from employers, politicians, and white voters
- ❏ Progressive research supported democratic movement

Trends in post-apartheid historiography

- ☞ Rainbow Nation (or “unity and diversity”/TRC)
- ☞ African Renaissance (or African hegemony in a multi-cultural and non-racial society)
- ☞ Ethnic particularism (or the assertion of sub-national identities as primary / localism)
- ☞ “The New Model Textbook Approach” in school didactics and Curriculum 2005
- ☞ South African Democracy Education Trust, continued struggle history attempted

Developments inside post-apartheid history

- ❏ Crisis for academic history and for history in schools
- ❏ From massification to mergers
- ❏ From RDP enthusiasm to GEAR demobilisation
- ❏ Limited official use for reconciliation and Africanisation
- ❏ Focus on heritage, remembrance, museums and tourism
- ❏ Affirmative action and political correctness
- ❏ Adjustments and struggle for continued societal relevance
- ❏ Outcome based school education in world history
- ❏ Scattered spectrum reflecting individual interests
- ❏ Applied history for land redistribution and forgotten claims
- ❏ History of solidarity, global social movements and aid politics

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